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ABSTRACT

Developed for faculty, administrators, and other classified and professional staff at Labette Community College (LCC), this booklet presents guidelines for establishing individual professional development plans (IPDPs) to foster continued education and development, and for obtaining funding of approved plans. Chapter I provides a rationale for continuing education and outlines the stages of professional development. This section also provides an overview of the five stages in the design and implementation of an IPDP: (1) the individual should consult his/her supervisor to identify any specific areas or job responsibilities that need to be strengthened; (2) the individual should complete the IPDP Form, stating the long- and short-range goals, the anticipated completion date, and costs; (3) the completed form should be submitted to the person's immediate supervisor for further consultation and approval; (4) once approved at the supervisory level, the plan is reviewed by the Professional Development Committee, which approves funding; (5) once the IPDP has been carried out, a conference is held between the individual and his/her supervisor to evaluate the success of the development plan; and (6) a summary report of the conference is placed in the individual's personnel file. Chapters II, III, and IV present specific IPDP guidelines for faculty, professional support staff, and classified staff. Each of the chapters sets forth the purpose of the IPDP program, outlines the steps in plan development, and explains the procedures for submitting IPDP's for approval and funding. In addition, provisions for sabbatical leaves are explained for faculty and professional staff. A copy of the IPDP form and information on the Professional Development Committee are appended. (JMC)

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GUIDELINES FOR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

John J. Usera, Ph.D.

Labette Community College

Offices of
Dean of Instruction
Dean of Instructional Services
1989

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Kathy Stotts, Co-chairperson
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Dr. Wanda Ladage
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CHAPTER I

Introduction

Rationale

Living and working in an age of change requires a person to be resilient. Without the ability of an individual to make the adjustments, the person will find himself unable to cope and communicate with his colleagues and students. This is the basic reason for developing a professional development program. It is the reason for the existence of continuing education of all people, especially those in the mainstream of technological change and education.

The attitude towards change differs from person to person. Some things that are a challenge to one person, may be a threat to another. The more creative ideas emerging from motivating challenges calling for radical departures from traditional ways of teaching, administrating or performing a given task, the greater will the threat appear to those who are made uncomfortable by change.

For this reason Labette Community College and community colleges in general, have as their mission to meet the needs of its community and attempt to present issues of the changing world in a non-threatening environment. The community colleges have been the leaders when presenting innovative teaching methods, marketing programs, relevant curriculum and much more. This success story is attributed to the faculty, staff and administration that are not threaten by change, but rather challenged and motivated by it.

The nurturing of an adaptive and creative faculty and staff is a process built on the premise of quality and excellence. In order to assure excellence within the community college, its leaders, faculty and staff must be not only committed to being the very best but must be models themselves. From the moment a person is hired to work at the college the process of individual improvement and growth takes root. But the commitment to providing and developing quality personnel is two fold. That is the individual will constantly strive to improve, but the institution will support morally and financially any endeavors for professional development.

The following guidelines have been developed in order to provide a mechanism for faculty, classified staff, professional staff and administration to con-

tinue in their education. The guidelines are by no means perfect, but it does illustrate the commitment the Board of Trustees, the President and the institution have toward individual professional development and improvement. As the guidelines are used by the personnel and the Professional Development Committee, revisions and improvements of the guidelines will solidify the community college's mission to provide quality education for its staff and the people they serve. (Appendix A)

Stages of Professional Development

Professional development within any organization is an important process because it strengthens the resolve of the individual to be not only a contributing entity but a growing and changing college faculty or staff member. Traditionally, community colleges have addressed professional development by focusing on the needs of the institution and providing the training or education its members require in order to precipitate the changes necessary. This process is usually classified as reactive and exclusive (Clevenger, 1984). It is reactive because the professional development activity is in response to a specific organizational stimulus or need rather than in anticipation of individual requirements. It is exclusive because the process is carried on without regard for the development needs of personnel in other parts of the same organization or complementary units.

An individualized professional development plan is a self-initiated action plan appropriate for the individual's needs as prescribed by the job, career goals and consistent with the institutional goals. The individualized plan has long range educational goals, short range goals, anticipated dates of completion, estimated costs, supportive rationale for the plan, and some type of accountability to a supervisor or dean. The individualized professional development plan can span a period or one to three years for a long range goal, depending upon funding and time allocations. Built into the plan is flexibility, relevancy, and achievability.

The basic stages for the guidelines for individual professional development plans or IPDP are the same for faculty, classified staff, professional staff and administration. The only major difference is found in qualifications for sabbatical leave. Classified staff are not eligible for sabbatical leave, while faculty and professional staff are eligible after three years of full time employment at Labette Community College.

The sequence of stages for designing and implementing an individualized development plan are:

Stage I: The individual should consult with his/her supervisor and dean to identify any specific areas or job responsibilities that need to be strengthen. The primary function of the supervisor and dean is to help the individual form some goals and objectives consistent with the person's career goals and institutional needs.

Stage II: The individual should complete the IPDP Form, stating the long range goal or goals with the anticipated completion date and costs. The short range goals, which are one year or less, should also be stated on the form with the an-

ticipated completion dates and costs.

Stage III: The completed IPDP Form should be submitted to the person's immediate supervisor (division chair, director, coordinator, or dean) for further consultation and approval.

Stage IV: When the supervisor and respective dean has approved the plan, the IPDP will be forwarded to the Chair of the Professional Development Committee (PDC). The PDC will review the IPDP for clarity of goals and funding. Funding for the plan will be approved for 100% or less. When it is approved the IPDP will be returned to the dean and applicant. The committee will release the funds as the short range goals are completed. If the IPDP is not approved or funded, it will be returned for revision if necessary.

Stage V: When the goals have been completed a conference should be held between the supervisor, dean and individual to evaluate the success of the development plan. A summary report of the conference should be placed in the personnel file as part of the individual's evaluation and contribution to the college.

Although, the individualized development plans by nature are flexible and changeable. They do outweigh the limitations of the traditional in-service seminars and workshops. Through the IPDP process, the individual can grow in a multidimensional manner which not only contributes to faculty or staff renewal, but infuses vitality into the college.

CHAPTER II

GUIDELINES FOR PROFESSIONAL DEVELOPMENT OF FACULTY

Purpose

In the United States faculty quality and vitality have long been concerns of institutions. For example, sabbatical leaves for scholarship and refreshment have been available at many colleges and universities since Harvard University introduced the practice in 1810. Systematic programs for professional development of faculty and staff have been an integral part of many community colleges' renewal practices since 1960.

Labette Community College believes that it should share with the full time faculty the responsibility of assuring discipline updating and faculty development. By supporting the faculty in this endeavor, the refreshed individual will help to contribute new insights to a program and strengthen the institution's resolve to provide students with a quality education.

The purpose of the Guidelines For Professional Development of Faculty is to establish some procedures for developing an individual professional development plan (IPDP) consistent with an individual's teaching duties and a process for obtaining funding of an approved plan.

The individual professional development plan is a short range or a long range comprehensive partnership between the individual full time faculty member and the institution for self-improvement. The goals of this plan should identify mutual benefits of the partnership, establish a higher level of expertise or personal growth, and encourage efficient and quality productivity. The assessment of the IPDP's success will be interfaced with the individual's faculty evaluation.

Development of a Plan (IPDP)

The individual professional development plan is a concise presentation of a short or long range plan that will help the faculty member attain specific professional or career goals. By completing the IPDP Form (Appendix B), the Professional Development Committee and respective deans will have an overview of the faculty member's professional development strategies.

The IPDP includes:

(1) Present teaching duties and responsibilities.

(2) Long range educational goals (e.g. certificate, associate degree, bachelor's degree or master's degree)

(3) Short range educational or training goals (e.g. to complete a course or to participate in a workshop or seminar)

(4) Tentative dates of completion (long and short range goals)

(5) Anticipated cost (tuition, textbooks and materials)

(6) Rationale for the short range goal and long range goal with any appropriate supportative documentation.

Procedure for submitting IPDP

The steps for obtaining approval of the IPDP and the appropriate funding include:

(1) Complete the IPDP Form with any supportive documentation. If the individual is requesting sabbatical leave, then a letter of request for a sabbatical leave must be attached to the IPDP Form.

(2) Submit the completed form to the appropriate Division Chairperson for initial approval.

(3) The Chairperson will submit the completed IPDP Form to the Dean of Instruction for approval. All sabbatical leaves will be approved by the Dean of Instruction and the President.

(4) The Dean of Instruction will submit the plan to the professional development committee for funding approval.

(5) If the funding is approved the IPDP will be forwarded to the Dean, who in turn will notify the faculty member. If a sabbatical leave is being requested the Dean will forward the request as recommended by the PDC to the President and the Board of Trustees.

(6) If funding is <u>not</u> approved the IPDP will be forwarded to the Dean who will then return it to the faculty member for modifications, if appropriate, and resubmission to the Dean of Instruction and PDC.

Funding and Documentation

The Professional Development Committee will fund workshops, seminars and college credit hours as outlined in the PDC Goals and Procedures. For workshops and seminars, allowable expenditures include registration fees, books and appropriate materials. For college credit hours, expenditures funded include tuition and books. Travel, meals and accommodations are not covered.

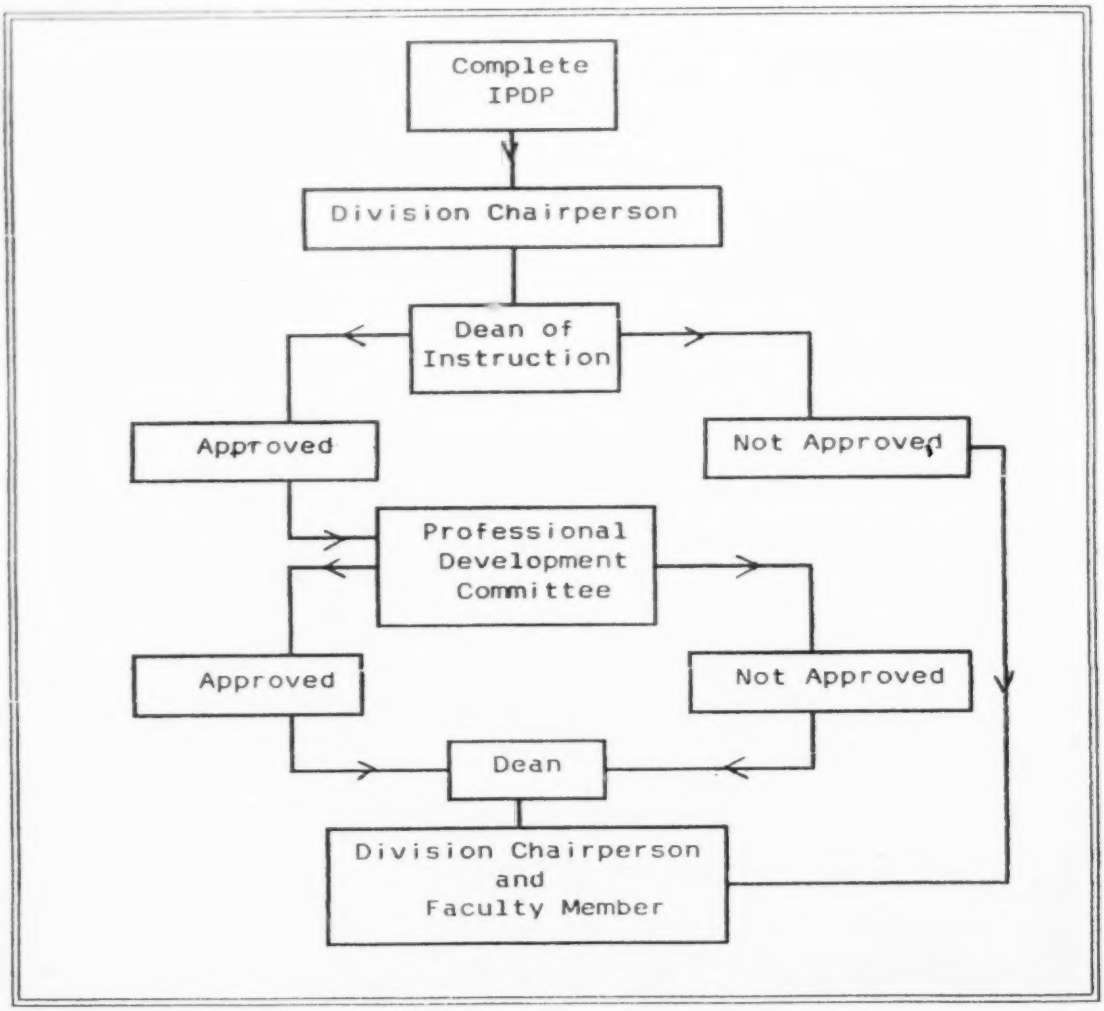
Unless prior requests have been made, funds for the approved IPDP will be released upon completion of the course or workshop. Proof of completion can include an invoice, paid receipts or grade card. The authorized funding will be encumbered until the approved IPDP is completed. Any advanced funding requests must be specified on the IPDP Form.

Sabbatical Leave Defined

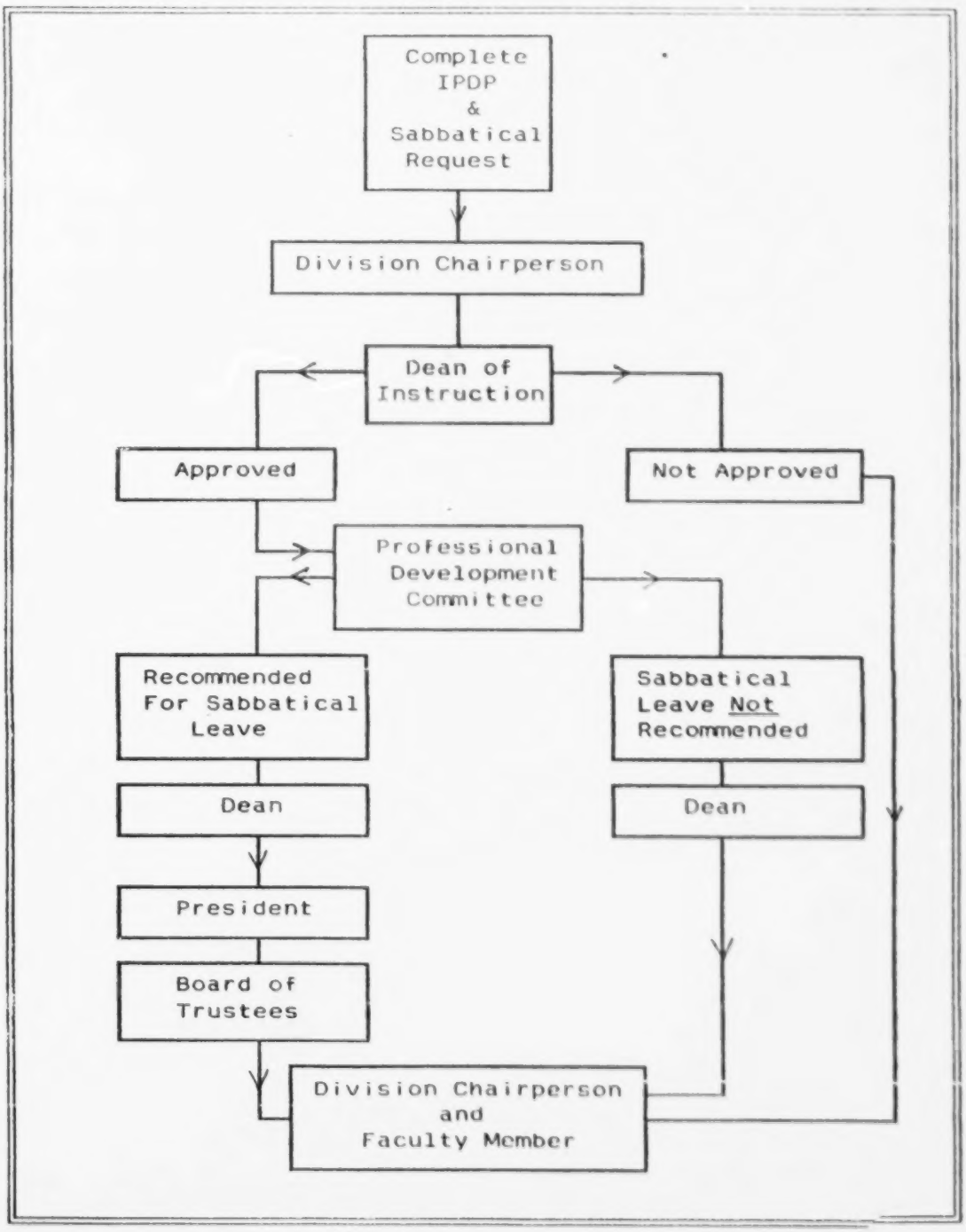
Tenured full time faculty members after completing three years of full time employment with Labette Community College are eligible to apply for 1 day per week or 2 days per week release time sabbatical. The length of this sabbatical should not exceed one year or two semesters.

Tenured full time faculty members after completing five years of full time employment with Labette Community College are eligible to apply for one semester leave with full pay and benefits or a two semester leave with half pay and benefits for the contracted year. All sabbatical leaves must be approved by the Dean of Instruction, the President and the Board of Trustees. Criteria of eligibility, type of sabbatical leave and the amount of funding for a sabbatical leave will be based on recommendations made by the Professional Development Committee to the Dean and President.

FLOW CHART OF IPDP WITHOUT SABBATICAL LEAVE



FLOW CHART OF IPDP WITH SABBATICAL LEAVE



CHAPTER III

GUIDELINES FOR PROFESSIONAL DEVELOPMENT OF PROFESSIONAL SUPPORT STAFF AND ADMINISTRATORS

Purpose

Administrators and professional support staff perform management, supervisory and leadership responsibilities that require education and updating of information in order to be effective college managers. Being aware of the importance of upgrading individual managerial and personal skills, Labette Community College has been committed to encouraging their support staff and administrators to participate in all forms of continuing education and professional development.

The purpose of the Guidelines For Professional Development of Professional Support Staff and Administrators is to establish some procedures for developing an individual professional development plan (IPDP) consistent with a job description and a process for obtaining funding of an approved plan.

The individual professional development plan is a short range or a long range comprehensive partnership between the individual staff member and the institution for self-improvement. The goals of this plan should identify mutual benefits of the partnership, establish a higher level of expertise or personal growth, and encourage efficient and quality productivity. The assessment of the IPDP's success will be interfaced with the individual's job evaluation.

Development of a Plan (IPDP)

The individual professional development plan is a concise presentation of a short or long range plan that will help the staff member attain specific goals. By completing the IPDP Form (Appendix B), the Professional Development Committee and respective deans will have an overview of the staff member's professional development strategies.

The IPDP includes:

(1) Present job position and job description

(2) Long range educational goals (e.g. certificate, associate degree, bachelor's de gree or master's degree)

(3) Short range educational or training goals (e.g. to complete a course or to participate in a workshop or seminar)

(4) Tentative dates of completion (long and short range goals)

(5) Anticipated cost (tuition, textbooks and materials)

(6) Rationale for the short range goal and long range goal with any supportative documentation.

Procedure for submitting IPDP

The steps for obtaining approval of the IPDP and the appropriate funding include:

(1) Complete the IPDP Form with any supportive documentation. If the individual is requesting sabbatical leave, then a letter of request for a sabbatical leave must be attached to the IPDP Form.

(2) Submit the completed form to the appropriate immediate supervisor for initial approval.

(3) The supervisor will submit the completed IPDP Form to the appropriate dean for approval. All sabbatical leaves will be approved by the dean and the President.

(4) The dean will submit the plan to the professional development committee for funding approval.

(5) If the funding is approved the IPDP will be forwarded to the dean, who in turn will notify the staff member. If a sabbatical leave is being requested the dean will forward the request as recommended by the PDC to the President and the Board of Trustees.

(6) If funding is not approved the IPDP will be forwarded to the dean who will then return it to the staff member for modifications, if appropriate, and resubmission to the dean and PDC.

Funding and Documentation

The Professional Development Committee will fund workshops, seminars and college credit hours as outlined in the PDC Goals and Procedures. For workshops and seminars, allowable expenditures include registration fees, books and appropriate materials. For college credit hours, expenditures funded include tuition and books. Travel, meals and accommodations are not covered.

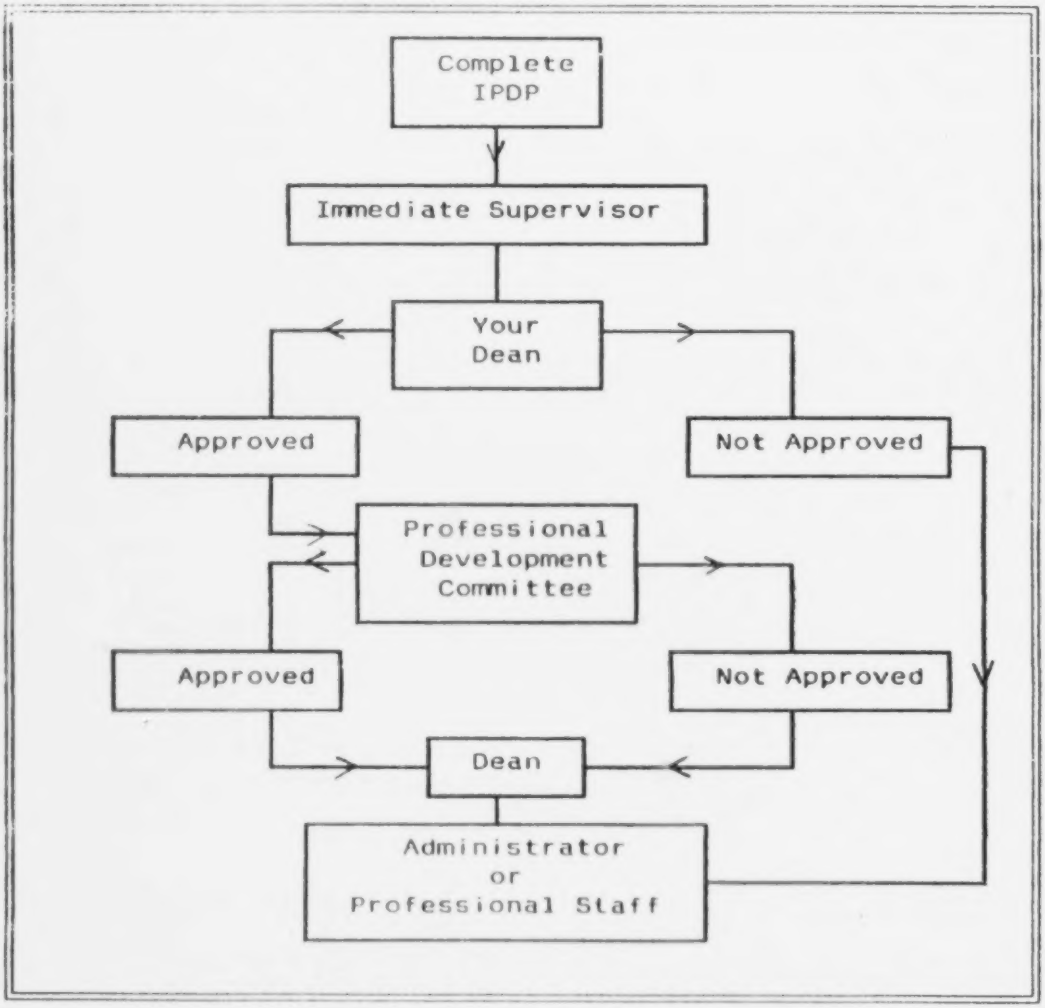
Unless prior requests have been made, funds for the approved IPDP will be released upon completion of the course or workshop. Proof of completion can include an invoice, paid receipts or grade card. The authorized funding will be encumbered until the approved IPDP is completed. Any advanced funding requests must be specified on the IPDP Form.

Sabbatical Leave Defined

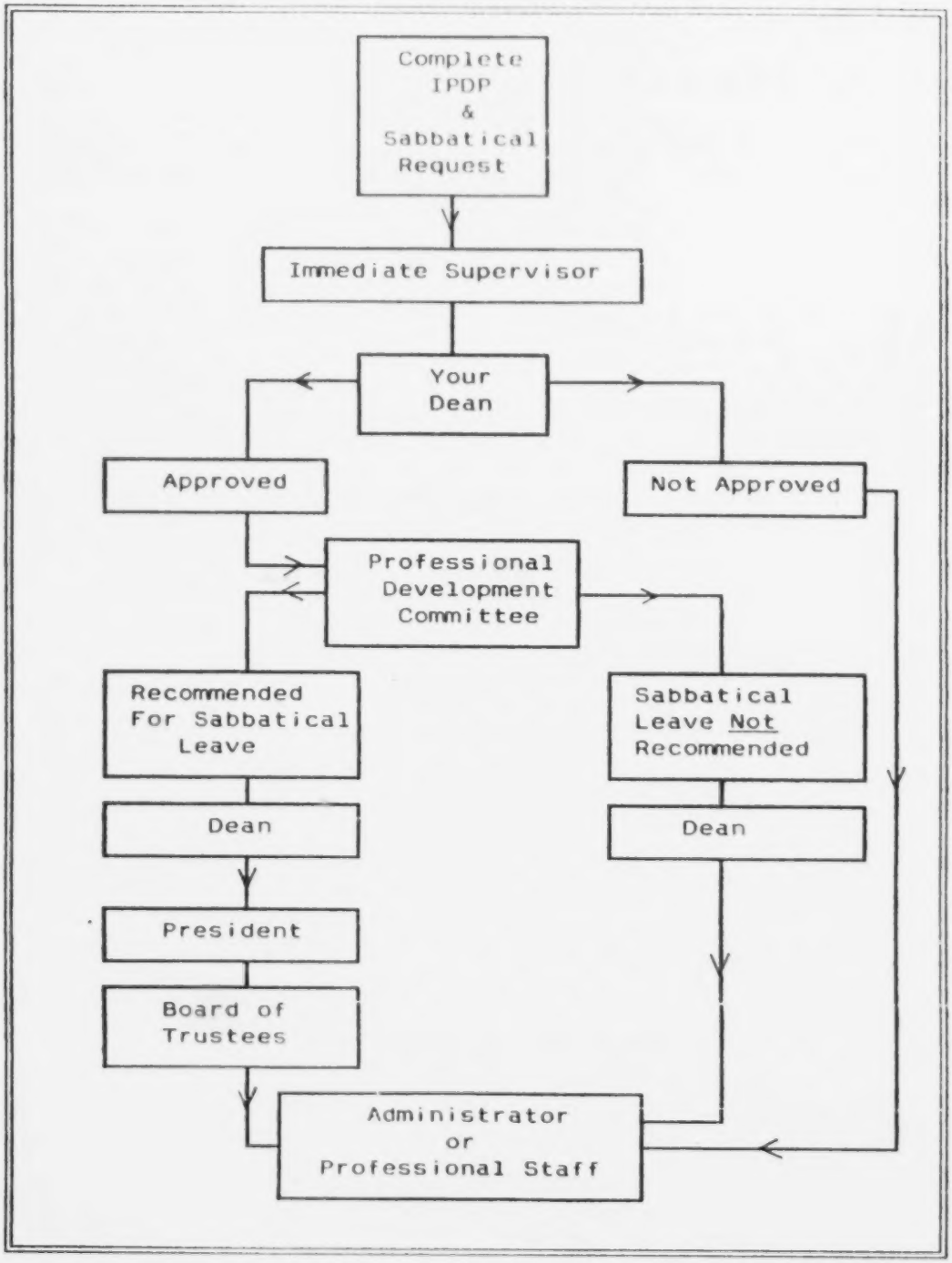
Professional Support Staff and Administrators after completing three years of full time employment with Labette Community College are eligible to apply for 1 day per week or 2 days per week release time sabbatical. The length of this sabbatical should not exceed one year or three consecutive semesters. If a summer semester is included in the sabbatical plan, four days of leave per week during the months of June and July may be used to complete the approved plan.

A Professional Support Staff or Administrator after completing five years of full time employment with Labette Community College is eligible to apply for one semester leave with full pay and benefits or a two semester leave with half pay and benefits for the contracted year. All sabbatical leaves must be approved by the dean, the President and the Board of Trustees. Criteria of eligibility, type of sabbatical leave and the amount of funding for a sabbatical leave will be based on recommendations made by the Professional Development Committee to the Dean and President.

FLOW CHART OF IPDP WITHOUT SABBATICAL LEAVE



FLOW CHART OF IPDP WITH SABBATICAL LEAVE



CHAPTER IV

GUIDELINES FOR PROFESSIONAL DEVELOPMENT OF CLASSIFIED STAFF

Purpose

In this rapidly changing technological world, ongoing training and education becomes an important part of a person's job description in order to remain effective in an occupation. Being aware of the importance of upgrading individual technical and personal skills, Labette Community College has been committed to providing training and education to industry and business in its service area. It is with this same philosophy and mission that the college encourages its staff to continue their education and foster the total development of the individual.

The purpose of the Guidelines For Professional Development of Classified Staff is to establish some procedures for developing an individual professional development plan (IPDP) consistent with a person's job description, obtaining funding and documenting individual progress.

The individual professional development plan is a short range or a long range comprehensive partnership between the individual staff member and the institution for self-improvement. The goals of this plan should identify mutual benefits of the partnership, establish a higher level of expertise or personal growth, and encourage efficient and quality productivity. The assessment of the IPDP's success will be interfaced with the individual's job evaluation.

Development of a Plan (IPDP)

The individual professional development plan is a concise presentation of a short or long range plan that will help the staff member attain specific goals. By completing the IPDP Form (Appendix B), the Professional Development Committee and respective deans will have an overview of the staff member's professional development strategies.

The IPDP includes:

(1) Present job position and job description

(2) Long range educational goals (e.g. certificate, associate degree, bachelor's degree or master's degree)

(3) Short range educational or training goals (e.g. to complete a course or to participate in a workshop or seminar)

(4) Tentative dates of completion (long and short range goals)

(5) Anticipated cost (tuition, textbooks and materials)

(6) Rationale for the short range goal and long range goal with any appropriate supportative documentation.

Procedure for Submitting IPDP

The steps for obtaining approval of the IPDP and the appropriate funding include:

(1) Complete the IPDP Form with any supportive documentation.

(2) Submit the completed form to the appropriate immediate supervisor (director, chair, manager, et cetera) for initial approval.

(3) The supervisor will submit the IPDP Form to the appropriate dean for approval.

(4) The dean will submit the IPDP Form with any documentation to the professional development committee for funding approval.

(5) If the funding is approved the IPDP will be forwarded to the dean, who in turn will notify the staff member.

(6) If funding is <u>not</u> approved the IPDP will be forwarded to the dean who will then return it to the staff member for modifications, if appropriate and resubmission to the dean and PDC.

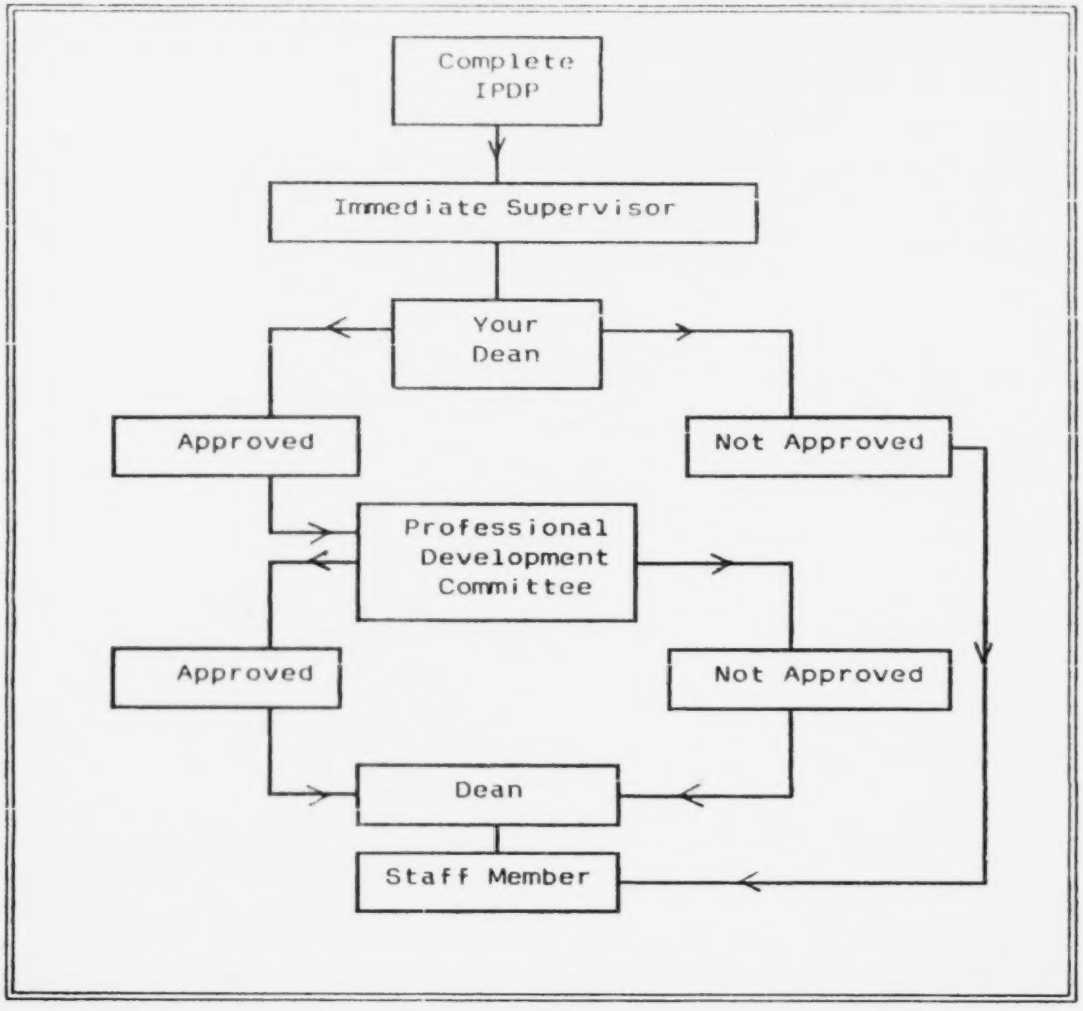
Funding and Documentation

The Professional Development Committee will fund workshops, seminars and col-

lege credit hours as outlined in the IPDP. For workshops and seminars, expenditures funded include registration fees, books and appropriate materials. For college credit hours, expenditures funded include tuition and books. Travel, meals and accommodations are not covered. Funding from other sources may be used to supplement any approved or recommended plan.

Unless prior requests have been made, funds for the approved IPDP will be released upon completion of the course or workshop. Proof of completion can include an invoice, paid receipts or grade card. The authorized funding will be encumbered until the approved IPDP is completed. Any advanced funding requests must be specified on the IPDP Form.

FLOW CHART OF CLASSIFIED STAFF IPDP



APPENDIX A

APPENDIX A

PROFESSIONAL DEVELOPMENT COMMITTEE
Purpose and Goals

I. Purpose

The Professional Development Committee (PDC) serves as a primary agent for the establishment of guidelines in the recommending, funding and implementing of individual professional development plans (IPDP) for all full time personnel at Labette Community College.

II. Goals

A. Establishment and execution of guidelines for classified staff professional development.

B. Establishment and execution of guidelines for full time faculty professional development and sabbatical leave.

C. Establishment and execution of professional development and sabbatical leave for full time administrators and professional support staff.

D. Monitor funds and individual professional development plans.

III. Individual Professional Development Plans (IPDP)

A. Each full time employee of Labette Community College is encouraged to have a professional development plan that will help the individual be more effective and knowledgeable in their respective job responsibility.

B. The IPDP should be approved by the individual's dean and should contain the appropriate time lines and projected cost per semester or year.

C. Following the steps as outlined in the appropriate guidelines, the IPDP, if Professional Development Committee funding is requested, will be submitted to Committee for recommendations, approval of the plan and funding options.

D. The final steps for approval include:

1. IPDPs which involve one to eight credit hours per semester, participation in a seminar or a workshop, the final approval will be the Professional Development Committee.

2. IPDPs which involve nine or more credit hours per semester without sabbatical leave, the final approval will be the respective deans for faculty and professional staff. Final approval of IPDPs for administrators will be obtained from the President.

3. IPDPs which involve any amount of sabbatical leave (e.g. one day per week, one semester, or one year), the final approval will be obtained from the Board of Trustees based upon the President's recommendation.

4. All approvals for funding of individual professional development place contingent upon available funds for the fiscal year and satisfactory performance.

F. Upon final approval the IPDP, the Professional Development Committee will monitor and allocate funds as each goal within a plan is completed.

APPENDIX B

LABETTE COMMUNITY COLLEGE
Parsons, Kansas

Individual Professional Development Plan FORM

Date:_____

Name:_____

Position Title:_____

Classification: Faculty _____ Classified Staff_____
Administrator_____ Professional _____

Department:_____

Educational Goals

Long Range (One or more years)

Anticipated Date of Completion:_____

Short Range (Less than one year)

Anticipated Date of Completion:_____

Anticipated Total Costs For Long Range Funding (Approximate)

Tuition.....$_____

Registration Fees.....$_____

Books.....$_____

Materials/Supplies.....$_____

Other (Explain).....$_____

Total Amount Requested.$_____

Anticipated Costs For Short Range Funding

	Fall	Spring	Summer
Tuition.....	$	$	$
Registration Fees.....	$	$	$
Books.....	$	$	$
Materials/Supplies....	$	$	$
Other (Explain).....	$	$	$
Total Amount Requested	$	$	$

Give any supportive rationale why this plan should be funded.

Are you requesting advanced funding? Yes_____ No_____

Give reason(s) for advanced funding.

A P P R O V A L S

Submitted by: _____ Date: _____
(Applicant's Signature)

Approved by Immediate Supervisor: _____
(Director, Chair, Manager, etc.)

Date: _____

Approved by Dean: _____

Date: _____

Approved by PDC Chairperson: _____

Amount Approved: $_____ Date: _____

For Fall 19___ Spring 19___ Summer 19___

Funding Not Approved by PDC:

Chairperson: _____ Date: _____

Comments:

PDC Form: 9/89

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